

NEW PROVIDENCE ELEMENTARY

1118 Old Cherokee Rd.
Lexington, SC 29072

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 601 Students | |
| Principal | C. Van Bowers | 803-821-3300 |
| Superintendent | Dr. Karen C. Woodward | 803-821-1000 |
| Board Chair | Cynthia S. Smith | 803-957-5095 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2011 | Excellent | Excellent |
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Excellent |
| 2008 | N/A | N/A |
| 2007 | N/A | N/A |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

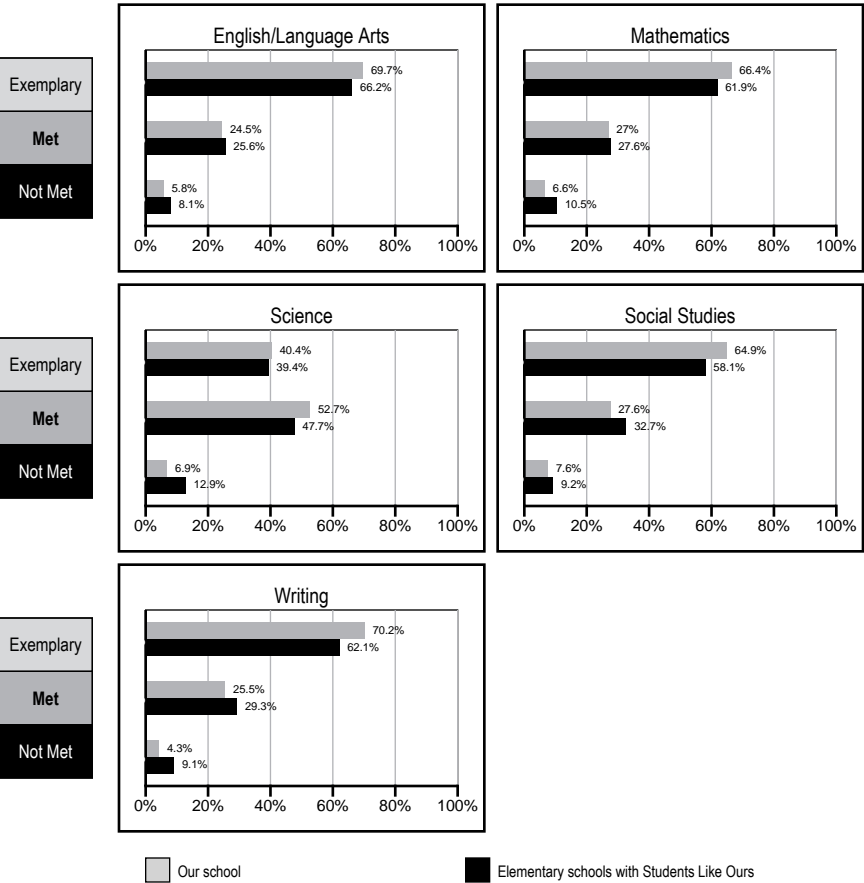
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 16 | 1 | 0 | 0 | 0 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=601) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.5% | Up from 0.2% | 0.5% | 1.1% |
| Attendance rate | 96.8% | No Change | 96.7% | 96.2% |
| Served by gifted and talented program | 38.1% | Down from 40.1% | 32.8% | 13.4% |
| With disabilities other than speech | 1.8% | Down from 4.4% | 2.7% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=39) | | | | |
| Teachers with advanced degrees | 82.1% | Down from 83.3% | 65.4% | 62.5% |
| Continuing contract teachers | 97.4% | Up from 94.4% | 88.5% | 88.2% |
| Teachers returning from previous year | N/A | N/A | 88.4% | 87.8% |
| Teacher attendance rate | 95.1% | Up from 94.3% | 95.3% | 95.2% |
| Average teacher salary* | \$47,874 | Down 0.6% | \$49,087 | \$46,773 |
| Professional development days/teacher | 8.4 days | Down from 9.6 days | 8.7 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.8 to 1 | Up from 20.9 to 1 | 21.7 to 1 | 19.9 to 1 |
| Prime instructional time | 90.8% | Up from 90.6% | 91.3% | 90.4% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 99.7% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,334 | Down 18.0% | \$6,567 | \$7,447 |
| Percent of expenditures for instruction** | 64.2% | Up from 59.9% | 68.5% | 68.4% |
| Percent of expenditures for teacher salaries** | 63.2% | Up from 54.6% | 68.1% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

New Providence Elementary School has established a solid reputation for providing high-quality 21st century learning experiences for our students. We take great pride in developing our students as leaders. Our facility is safe, and our faculty and staff work tirelessly to provide a high-performing, yet nurturing, culture. Our third year proved to be a "roaring success" as we gave support to our slogan "NPE, A Great Place to Be."

Although the year was filled with success stories, we struggle to provide extension and challenge activities to students who are achieving at extremely high levels while simultaneously providing remedial and enrichment services to students who struggle with academics and social and emotional issues. Through the expansion of our guidance services, flexible scheduling, mentor and outreach programs, we hope to give all children the necessary skills to develop to their full potential.

Academically, our students continue to perform at high levels, consistently surpassing district and state averages. Measures of Academic Progress data indicated a proficiency measure of more than 90 percent in both reading and mathematics for students in grades 2-5 with similar results in data from the 2009-2010 Palmetto Achievement State Standards. Our students scored above 90 percent Proficient in English, mathematics, science, social studies and writing. One particularly bright spot in our data was an increase in the percentage of fifth-grade students scoring at the Exemplary level in science. This percentage increased from 37 percent in 2009 to 54 percent in 2010 and seemed to be the result of a more intense focus in the area of science and the development of our Science, Technology, Engineering and Mathematics lab. As part of our STEM initiative, we developed our first STEM Night attended by parents and students. During this event, students learned more about various STEM careers while having fun and participating in robot demonstrations, science experiments and math games. Our focus this year was fifth-grade STEM, fourth-grade Business and Entrepreneurship, and third-grade Financial Literacy. Our Providence 21 after-school program added students in third and fourth grades.

During the 2010-2011 school year, we increased leadership opportunities for students. We formed the NPE Student Lion Leader Council and included homeroom representatives from every class in grades 2-5. The council and its elected officers were active in several service projects, Special Olympics and the establishment of the New Providence Student Leader Award. Other leadership-related offerings included the Girls on the Run program, the third-grade recycling "Green Team," and two Destination Imagination teams that took first and second place at state competitions. Students sent food to Harvest Hope and raised more than \$2,500 for Relay For Life.

Other highlights this year included receiving a Palmetto's Finest site visit following a rigorous application process, our second Palmetto Gold award for exceptional academic performance, a \$1,000 grant for students to participate in Special Olympics, a \$1,050 grant from Del Monte to purchase healthy snacks and a Wii Fit system for our Autism class. We also established a Rolling Readers mentor program.

The work of our PTA and School Improvement Council contributed to our success. Notable accomplishments included fully funding all field trips for all students, co-sponsoring a visit from children's author Charles R. Smith Jr., enhancing the STEM lab, and purchasing picnic and folding tables for the school. Bingo Night was also a great family event developed to build school spirit and community.

C. Van Bowers, Principal and Jennifer Felkel, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 35 | 92 | 83 |
| Percent satisfied with learning environment | 97.1% | 97.8% | 97.5% |
| Percent satisfied with social and physical environment | 97.1% | 95.7% | 97.6% |
| Percent satisfied with school-home relations | 100.0% | 97.8% | 95.1% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 0.4% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.8% | 94.0%** | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 277 | 100 | 5.8 | 24.5 | 69.7 | 96 | 88 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 165 | 100 | 5.6 | 24.1 | 70.4 | 96.3 | 84.9 | 78.7 | N/A | N/A |
| Female | 112 | 100 | 6.3 | 25 | 68.8 | 95.5 | 91.3 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 249 | 100 | 4.1 | 24 | 72 | 97.6 | 90 | 88.9 | Yes | Yes |
| African American | 12 | 100 | 33.3 | 41.7 | 25 | 66.7 | 74.6 | 72.9 | I/S | I/S |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 94.6 | 93 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 81.2 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 92 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | 35.5 | 29 | 35.5 | 74.2 | 51.1 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 80.3 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 31 | 100 | 20.7 | 34.5 | 44.8 | 82.8 | 78.6 | 75.4 | I/S | I/S |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 277 | 100 | 6.6 | 27 | 66.4 | 94.9 | 88 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 165 | 100 | 5.6 | 27.2 | 67.3 | 95.7 | 86.5 | 79.9 | N/A | N/A |
| Female | 112 | 100 | 8 | 26.8 | 65.2 | 93.8 | 89.5 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 249 | 100 | 4.1 | 26.8 | 69.1 | 97.6 | 89.8 | 88.9 | Yes | Yes |
| African American | 12 | 100 | 41.7 | 41.7 | 16.7 | 58.3 | 75.3 | 71.4 | I/S | I/S |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 95.4 | 94.6 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 82 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 90 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | 29 | 41.9 | 29 | 77.4 | 52.3 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 83.1 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 31 | 100 | 24.1 | 41.4 | 34.5 | 79.3 | 78.1 | 74.9 | I/S | I/S |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 191 | 100 | 6.9 | 52.7 | 40.4 | 93.1 | 80.1 | 68.6 |
| Gender | | | | | | | | |
| Male | 114 | 100 | 6.3 | 50.5 | 43.2 | 93.7 | 79.7 | 68.3 |
| Female | 77 | 100 | 7.8 | 55.8 | 36.4 | 92.2 | 80.5 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 175 | 100 | 5.8 | 52.9 | 41.3 | 94.2 | 82.8 | 80.7 |
| African American | 6 | I/S | I/S | I/S | I/S | I/S | 60.6 | 51.4 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 89.8 | 85.3 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 70.5 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | I/S | I/S | I/S | I/S | 88.6 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 27 | 100 | 24 | 56 | 20 | 76 | 45.3 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 70.6 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 18 | 100 | 12.5 | 68.8 | 18.8 | 87.5 | 66.5 | 57.3 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students | 188 | 100 | 7.6 | 27.6 | 64.9 | 92.4 | 82.8 | 72.5 |
| Gender | | | | | | | | |
| Male | 113 | 100 | 6.4 | 24.5 | 69.1 | 93.6 | 82.5 | 72 |
| Female | 75 | 100 | 9.3 | 32 | 58.7 | 90.7 | 83 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 166 | 100 | 4.3 | 26.4 | 69.3 | 95.7 | 84.7 | 81 |
| African American | 12 | 100 | 41.7 | 50 | 8.3 | 58.3 | 69.4 | 60 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 92.1 | 89 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 74.5 | 69.6 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 82.9 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | 19 | 42.9 | 38.1 | 81 | 49.9 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 76 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 26 | 100 | 29.2 | 45.8 | 25 | 70.8 | 70.3 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 94 | 100 | 4.3 | 25.5 | 70.2 | 95.7 | 79.6 | 73.2 | 96.8 | 95.7 |
| Gender | | | | | | | | | | |
| Male | 48 | 100 | 4.2 | 27.1 | 68.8 | 95.8 | 74.1 | 67.2 | 96.9 | 95.7 |
| Female | 46 | 100 | 4.3 | 23.9 | 71.7 | 95.7 | 85.3 | 79.4 | 96.7 | 95.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 86 | 100 | 2.3 | 23.3 | 74.4 | 97.7 | 81.6 | 81.5 | 97 | 95.7 |
| African American | 3 | I/S | I/S | I/S | I/S | I/S | 65.3 | 61.3 | 93.8 | 96 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 93 | 87 | 98 | 96.6 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 68.2 | 66.7 | 96.5 | 95.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 88.9 | 72.2 | 95.6 | 94.9 |
| Disability Status | | | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | 30.7 | 26 | 96.3 | 94.7 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 69.7 | 65.7 | 97.8 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 13 | 100 | 23.1 | 30.8 | 46.2 | 76.9 | 67.4 | 63.2 | 94.4 | 94.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 92 | 100 | 9 | 13.5 | 77.5 | 91 |
| | 4 | 88 | 100 | 8.2 | 27.1 | 64.7 | 91.8 |
| | 5 | 95 | 100 | 3.3 | 31.9 | 64.8 | 96.7 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 81 | 100 | 6.2 | 7.4 | 86.4 | 93.8 |
| | 4 | 102 | 100 | 8.1 | 30.3 | 61.6 | 91.9 |
| | 5 | 94 | 100 | 3.2 | 33 | 63.8 | 96.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 92 | 100 | 15.7 | 23.6 | 60.7 | 84.3 |
| | 4 | 88 | 100 | 2.4 | 32.9 | 64.7 | 97.6 |
| | 5 | 95 | 100 | 3.3 | 30.8 | 65.9 | 96.7 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 81 | 100 | 6.2 | 19.8 | 74.1 | 93.8 |
| | 4 | 102 | 100 | 7.1 | 23.2 | 69.7 | 92.9 |
| | 5 | 94 | 100 | 6.4 | 37.2 | 56.4 | 93.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 46 | 100 | 20.5 | 40.9 | 38.6 | 79.5 |
| | 4 | 88 | 100 | 4.7 | 60 | 35.3 | 95.3 |
| | 5 | 48 | 100 | 8.7 | 37 | 54.3 | 91.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 41 | 100 | 9.8 | 39 | 51.2 | 90.2 |
| | 4 | 102 | 100 | 7.1 | 57.6 | 35.4 | 92.9 |
| | 5 | 48 | 100 | 4.2 | 54.2 | 41.7 | 95.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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N/AV--Not Available

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 46 | 100 | 8.9 | 22.2 | 68.9 | 91.1 |
| | 4 | 88 | 100 | 4.7 | 25.9 | 69.4 | 95.3 |
| | 5 | 47 | 97.9 | N/A | N/A | N/A | 100 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 40 | 100 | 7.5 | 20 | 72.5 | 92.5 |
| | 4 | 102 | 100 | 5.1 | 30.3 | 64.6 | 94.9 |
| | 5 | 46 | 100 | 13 | 28.3 | 58.7 | 87 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2010 | 3 | 91 | 100 | 16.9 | 29.2 | 53.9 | 83.1 |
| | 4 | 87 | 100 | 5.9 | 24.7 | 69.4 | 94.1 |
| | 5 | 93 | 100 | 3.3 | 30.8 | 65.9 | 96.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 94 | 100 | 4.3 | 25.5 | 70.2 | 95.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample